

Chestnut Oaks Middle

1200 Oswego Road
Sumter, SC 29153

Grades 6-8 Middle School

Enrollment 638 Students

Principal Dr. Cornelius Leach

803-775-7272

Superintendent Zona W. Jefferson, Ph. D.

803-469-8536

Board Chair Ms. Jo R. White

803-773-7663

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	20

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No

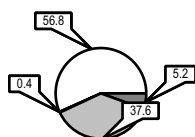
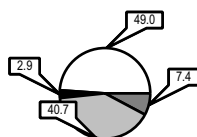
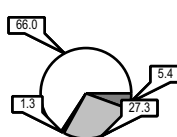
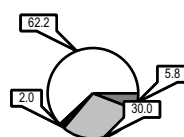
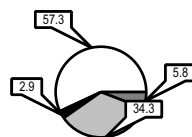
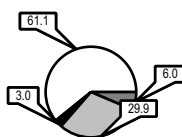
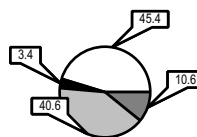
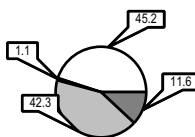
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	591	99.3	56.5	37.9	5.3	0.4	12.0	No	Yes
Gender									
Male	296	99.0	64.1	32.6	2.9	0.4	9.4		
Female	295	99.7	48.7	43.2	7.7	0.4	14.7		
Racial/Ethnic Group									
White	69	100.0	38.2	48.5	13.2	0.0	27.9	No	Yes
African American	515	99.2	59.0	36.6	4.0	0.4	9.7	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	484	99.6	50.4	43.1	6.0	0.4	14.2		
Disabled	107	98.1	83.8	14.1	2.0	0.0	2.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	591	99.3	56.5	37.9	5.3	0.4	12.0		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	587	99.3	56.2	38.1	5.3	0.4	12.1		
Socio-Economic Status									
Subsidized meals	501	99.2	59.9	36.4	3.7	0.0	9.3	No	Yes
Full-pay meals	90	100.0	38.6	45.5	13.6	2.3	26.1		

Mathematics – State Performance Objective = 36.7%									
All Students	591	99.8	48.9	40.8	7.4	2.9	18.8	No	Yes
Gender									
Male	296	99.7	49.6	39.9	7.2	3.2	20.1		
Female	295	100.0	48.2	41.6	7.7	2.6	17.5		
Racial/Ethnic Group									
White	69	100.0	16.2	57.4	17.6	8.8	48.5	Yes	Yes
African American	515	99.8	53.7	38.2	6.1	2.1	14.4	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	484	99.8	41.0	47.2	8.6	3.1	22.0		
Disabled	107	100.0	84.2	11.9	2.0	2.0	5.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	591	99.8	48.9	40.8	7.4	2.9	18.8		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	587	99.8	49.0	40.6	7.5	2.9	18.8		
Socio-Economic Status									
Subsidized meals	501	99.8	51.3	40.3	5.6	2.8	16.4	No	Yes
Full-pay meals	90	100.0	36.4	43.2	17.0	3.4	31.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	591	99.7	65.9	27.4	5.4	1.3	6.7
Gender							
Male	296	99.7	66.2	27.0	5.0	1.8	6.8
Female	295	99.7	65.6	27.8	5.9	0.7	6.6
Racial/Ethnic Group							
White	69	100.0	32.4	41.2	20.6	5.9	26.5
African American	515	99.8	70.8	25.5	3.1	0.6	3.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	75.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	484	99.6	61.6	30.4	6.4	1.6	8.0
Disabled	107	100.0	85.1	13.9	1.0	0.0	1.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	591	99.7	65.9	27.4	5.4	1.3	6.7
English Proficiency							
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	587	99.8	65.8	27.5	5.5	1.3	6.7
Socio-Economic Status							
Subsidized meals	501	99.6	69.5	24.8	4.8	0.9	5.6
Full-pay meals	90	100.0	46.6	40.9	9.1	3.4	12.5

Social Studies							
All Students	591	99.7	62.1	30.1	5.8	2.0	7.8
Gender							
Male	296	99.7	63.7	27.0	6.1	3.2	9.4
Female	295	99.7	60.4	33.3	5.5	0.7	6.2
Racial/Ethnic Group							
White	69	100.0	39.7	38.2	14.7	7.4	22.1
African American	515	99.8	65.3	29.0	4.4	1.3	5.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	75.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	484	99.6	56.0	34.7	6.9	2.4	9.3
Disabled	107	100.0	89.1	9.9	1.0	0.0	1.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	591	99.7	62.1	30.1	5.8	2.0	7.8
English Proficiency							
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	587	99.8	61.9	30.2	5.8	2.0	7.8
Socio-Economic Status							
Subsidized meals	501	99.6	66.3	27.4	4.8	1.5	6.3
Full-pay meals	90	100.0	39.8	44.3	11.4	4.5	15.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	208	99.5	61.1	28.8	10.1	N/A	10.1
	7	207	100.0	56.3	41.2	2.5	N/A	2.5
	8	169	98.8	48.5	38.7	12.3	0.6	12.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.1	65.8	27.2	6.4	0.5	6.9
	7	193	100.0	51.7	45.0	3.3	0.0	3.3
	8	178	98.9	49.7	43.6	6.1	0.6	6.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	208	99.0	40.6	41.6	14.7	3.0	17.8
	7	207	100.0	58.3	37.2	3.5	1.0	4.5
	8	169	98.8	53.4	35.6	7.4	3.7	11.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	100.0	38.2	44.6	12.3	4.9	17.2
	7	193	100.0	52.8	37.8	6.7	2.8	9.4
	8	178	99.4	57.3	39.6	2.4	0.6	3.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.6	70.4	21.2	6.4	2.0	8.4
	7	193	100.0	61.1	31.1	6.7	1.1	7.8
	8	178	99.4	64.6	31.7	3.0	0.6	3.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.6	51.2	36.0	8.9	3.9	12.8
	7	193	100.0	72.2	21.7	4.4	1.7	6.1
	8	178	99.4	63.4	32.9	3.7	0.0	3.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 638)				
Students enrolled in high school credit courses (grades 7 & 8)	3.9%	Down from 6.5%	8.1%	15.5%
Retention rate	6.5%	Up from 4.7%	5.0%	3.0%
Attendance rate	95.6%	Up from 94.3%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%	Down from 9.0%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%	Down from 7.8%	7.4%	4.6%
Eligible for gifted and talented	7.0%	Down from 9.3%	7.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.8%	Down from 14.7%	15.3%	13.6%
Older than usual for grade	13.0%	Up from 9.3%	7.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 1.2%	1.2%	0.8%
Annual dropout rate	6.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	46.2%	Up from 37.5%	50.0%	51.8%
Continuing contract teachers	79.5%	Down from 80.0%	67.4%	78.1%
Highly qualified teachers	91.2%	Down from 91.7%	90.3%	89.6%
Teachers with emergency or provisional certificates	6.5%	Down from 9.1%	10.0%	6.0%
Teachers returning from previous year	72.2%	Down from 77.7%	77.8%	85.4%
Teacher attendance rate	95.3%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$36,869	Up 3.4%	\$39,915	\$41,328
Prof. development days/teacher	16.4 days	Down from 17.7 days	10.6 days	11.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.2 to 1	18.8 to 1	21.3 to 1
Prime instructional time	89.6%	Up from 88.9%	87.6%	89.3%
Dollars spent per pupil*	\$6,339	Up 7.0%	\$6,883	\$6,022
Percent of expenditures for teacher salaries*	54.6%	Down from 58.3%	60.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.6%	Up from 83.7%	91.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.6%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year was an extremely productive one for our staff and students. The staff continued their work with Dr. Barbara Blackburn and further implemented the use of the teacher developed graphic organizers in all subject areas. Several teachers took part in the first year of the South Carolina Reading Initiative (SCRI) for the middle schools. Our math teachers worked with the Geometer Sketchpad program and had a yearlong course provided by the school district in the proper use of the program. The training was a combination of coursework and computer lab application time with the students.

This year the information from MAP testing was further utilized to address the specific academic needs of our students. The students were placed in class groupings each Wednesday according to their RIT scores from MAP tests in language, reading, and math. These classes addressed the individual needs of the students and allowed teachers the flexibility to move students among the various groups according to those needs. Students thus received accelerated instruction in very specific skill areas. The number of students required to attend summer school dropped approximately 33% from last year and we want to thank the staff and students for their extra efforts this past year on that accomplishment.

Many of our first semester art students were involved in the Sumter Community Mosaic Garden Project. This project was part of a community-wide effort to create a permanent "green space" in the center of the city. Students were responsible for creating and making mosaic stepping stones for the garden and were featured in the local newspaper and on an ETV documentary. One of our eighth grade students was the middle school winner for the annual District 17 Christmas Card Contest. Our girls' basketball team won their fourth straight Mid-14 conference championship this past year. We are very proud of our students for their contributions to the community and their dedication to extracurricular activities.

On behalf of the Chestnut Oaks staff, it is my pleasure to announce Ms. Bernice Mullins as our Teacher-of-the-Year for 2005-2006. Ms. Mullins is a sixth grade Social Studies teacher and team leader and we are proud to have her as our school representative.

Neil R. Baldwin-Principal
Lynn Eldridge-SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	166	128
Percent satisfied with learning environment	62.1%	68.7%	76.0%
Percent satisfied with social and physical environment	75.9%	79.9%	73.8%
Percent satisfied with school-home relations	33.3%	80.4%	60.3%

*Only students at the highest middle school grade level at this school and their parents were included.